



# King's High School

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| Policy:      | <i>Teaching and Learning</i>               |
| Applies to:  | <i>King's High School Staff and Pupils</i> |
| Authors:     | <i>Deputy Head (Academic)</i>              |
| Approved by: | <i>KHS Committee, June 2016</i>            |
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| Signed:      | <i>S Burley, Deputy Head</i>               |

## Assessment Policy

### Introduction

Marking and Assessment provide a unique opportunity to engage in individual dialogue with each student. The transformative power of assessment has been frequently acknowledged, and we therefore aim to ensure that each student at King's can improve attainment through such guidance.

This policy has come about as a result of the findings of the Assessment Working Party. As part of this process, the working party considered what aspects of assessment constitute excellent practice. The policy hinges upon the nine features of assessment listed below which are considered essential to promote progress and achievement. Departmental policies should address all points in sections A-C below and detail how they are fulfilled.

### A. Essential features of excellent assessment

#### 1. **Methods employed to assess and mark should be consistent across a department**

Whilst the needs of one department will inevitably be different to another, it is essential that each member of the department uses the same criteria. It should be clear to the student what needs to be done in order to improve and this should be as easy as possible to implement. Clear targets should be regularly set for students and these must be reviewed throughout the course of the year. These assessment criteria must form part of departmental policy. The whole school literacy policy should be referenced appropriately.

#### 2. **As external examinations approach, marking should give students feedback on how they are performing in line with how their scripts will be marked**

Whilst it may not be appropriate for all work in examination years to be marked and assessed in line with exam board marking schemes, pupils should have a good understanding of how they are performing in line with exam board expectations. How this is achieved must be clearly detailed in the departmental assessment policy. For example, should past papers be set for homework or used in class, they should be marked using the same criteria that are used for external examinations. Other work should be assessed in line with the general departmental policy.

#### 3. **Any marking system used should be able to differentiate between top students (particularly important when external examinations are approaching)**

Methods should be detailed in the departmental assessment policy as to how exceptional performance is recognised. This may include, but should not be limited to, the award of commendations as these will also be used to highlight progress.

#### 4. **There must be clear communication between teacher, pupil and parents regarding assessment criteria that are used for homework**

All pupils should be provided with, and be able to refer to, the criteria that are used for marking. One way is for a list of criteria to be stuck inside pupils' homework books which would also allow parents to see how any assessment is being carried out.

#### 5. **A period of reflection should be incorporated into either lesson time or homework where the pupil considers how to improve upon previous performance**

How this is achieved should be clearly detailed in the departmental assessment policy. It may be that pupils are expected to respond to written comments. It might be appropriate for corrections to be clearly shown in their books. However this is achieved, it is vital that there is clear evidence that there is a mechanism in place for a pupil to demonstrate academic progress as a result of being given feedback on performance in homework.

**6. Peer and self-assessment should be used as learning tools**

This will help students understand the assessment criteria that is being used and hence enable them to make progress in their learning. Departmental assessment policy should make it clear how this is implemented and recommend how often it should be employed.

**7. Quality of assignments must take priority over quantity**

Assignments set should enable students to make progress towards learning objectives stated in the Scheme of Work (SOW). They should have defined objectives and tasks and be of an appropriate length but should not be set simply to 'fill time'.

**8. There must be regular formative as well as summative assignments to inform pupil and teacher of progress and indicate ways to improve in future. If formative assignments are handed back to pupils with comments rather than marks, departments must also employ a method of recording attainment.**

Departmental assessment policies must detail how both formative and summative assessments are used and indicate the frequency for each. Formative assessment should include, but not be limited to, internal examinations. Topic tests may contribute, or tests which examine how a pupil has progressed as a result of homework. If a comment-only system is used by a department for formative assessment then some form of record must be kept by the teacher. The method employed to do this must be consistent across the department and detailed in the departmental assessment policy.

**9. Marking and assessment should be performed frequently and this frequency clearly stated in departmental policy in accordance with the school assessment policy**

Departmental assessment policies must state how often pupils' work is marked and assessed by the teacher and indicate a normal time scale by which work is returned to the student. Whilst this might vary from one assignment to another, any delay should not hinder academic progress. Work should be returned as quickly as possible, normally within one working week.

**B. Rewards**

The School actively encourages and promotes reward for both excellent attainment in relation to ability and attitude to work.

Departmental policies should explain how such work is rewarded, including through Commendations. A special award of a Head Master's Commendation should be awarded in exceptional circumstances. The criteria for its award should be detailed in the departmental assessment policy. Such criteria should indicate the pupil's attitude to her studies and outcome compared to ability.

**C. Ensuring good practice is maintained: Work Reviews**

**1. Departmental work reviews**

Each year group should have their work reviewed at least annually. This should include auditing a representative sample of high, medium and lower ability pupils, and all teaching staff, and may also include a review of staff mark books.

The work review should cover:

- a. Variety and appropriateness of tasks
- b. Volume of work
- c. Marking and assessment (including target setting)

This process should be coordinated and carried out by the Head of Department, and delegated to other department staff where agreed with the DH(A). However, it is expected that there should be some broader element of peer review through the sharing of good practice, which should be noted in departmental minutes. This may be via a standardisation meeting.

## **2. Work review: SMT**

SMT will undertake at least one whole school work review annually. This will include three pupils from each year group, covering roughly high, middle and lower ability, nominated by the Head of Key Stage. The review will endeavour to cover all subjects and staff across the school.

At least a week's notice to staff will be given.

A review of departmental assessment practices and monitoring will constitute part of all Heads of Department's reviews, for example, by reviewing monitoring evidence and sampling pupil work.